

**DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAMS
Tripp-Delmont School District
Accountability Review - Monitoring Report 2012-2013**

Team Members: Donna Huber, Team Leader; Diane Reyelts, Education Specialist; and Bev Petersen, Transition Liaison

Dates of On Site Visit: January 14, 2013

Date of Report: February 12, 2013

All non-compliance must be corrected within 1 year of this report date.

Date Closed:

Program monitoring and evaluation.

In conjunction with its general supervisory responsibility under the Individuals with Disabilities Education Act, Part B, Special Education Programs (SEP) of the Division of Educational Services and Support shall monitor agencies, institutions, and organizations responsible for carrying out special education programs in the state, including any obligations imposed on those agencies, institutions, and organizations. The department shall ensure:

- (1) That the requirements of this article are carried out;
- (2) That each educational program for children with disabilities administered within the state, including each program administered by any other state or local agency, but not including elementary schools and secondary schools for Native American children operated or funded by the Secretary of the Interior:
 - (a) Is under the general supervision of the persons responsible for educational programs for children with disabilities in the department; and
 - (b) Meets the educational standards of the state education agency, including the requirements of this article; and
- (3) In carrying out this article with respect to homeless children, the requirements of the McKinney-Vento Homeless Assistance Act, as amended to January 1, 2007, are met. (Reference- ARSD 24:05:20:18.)

State monitoring--Quantifiable indicators and priority areas.

The department shall monitor school districts using quantifiable indicators in each of the following priority areas, and using such qualitative indicators as are needed to adequately measure performance in those areas:

- (1) Provision of Free Appropriate Public Education (FAPE) in the least restrictive environment;
 - (2) Department exercise of general supervision, including child find, effective monitoring, the use of resolution meetings, mediation, and a system of transition services as defined in this article and article 24:14; and
 - (3) Disproportionate representation of racial and ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification. (Reference-ARSD 24:05:20:18:02.)
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State enforcement -- Determinations.

On an annual basis, based on local district performance data, information obtained through monitoring visits, and other information available, the department shall determine whether each school district meets the requirements and purposes of Part B of the IDEA...

Based upon the information obtained through monitoring visits, and any other public information made available, Special Education Programs of the Division of Educational Services and Support determines if the agency, institution, or organization responsible for carrying out special education programs in the state:

- Meets the requirements and purposes of Part B of the Act;
- Needs assistance in implementing the requirements of Part B of the Act'
- Needs intervention in implementing the requirements of Part B of the Act; or
- Needs substantial intervention in implementing the requirements of Part B of the Act. (Reference-ARSD 24:05:20:23.04.)

Deficiency correction procedures.

The department shall require local education agencies to correct deficiencies in program operations that are identified through monitoring as soon as possible, but not later than one year from written identification of the deficiency. The department shall order agencies to take corrective actions and to submit a plan for achieving and documenting full compliance. (Reference-ARSD 24:05:20:20.)

GENERAL SUPERVISION / STATE PERFORMANCE PLAN COMPLIANCE INDICATOR

ARSD 24:05:27:01.03. Content of individualized education program. Each student's individualized education program shall include:

(2) A statement of measurable annual goals, including academic and functional goals, designed to:

(a) Meet the student's needs that result from the student's disability to enable the student to be involved in and progress in the general education curriculum; and

(b) Meet each of the student's other educational needs that result from the student's disability;

For students with disabilities who take alternate assessments aligned to alternate achievement standards, each student's IEP shall provide a description of benchmarks or

Short-term objectives;

(3) A statement of the special education and related services..., to be provided to the student, or on behalf of the student,

(4) An explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and in activities described in this section;

(5) A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the student on state and district-wide assessments consistent with § 24:05:14:14. If the IEP team determines that the student shall take an alternate assessment instead of a particular regular state or district-wide assessment of student achievement, a statement of why:

(a) The student cannot participate in the regular assessment; and

(b) The particular alternate assessment selected is appropriate for the student;

(8) Beginning not later than the first IEP to be in effect when the student turns 16, or younger if determined appropriate by the IEP team, and updated annually thereafter, the IEP shall include:

(a) Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, if appropriate, independent living skills; and

(b) The transition services (including courses of study) needed to assist the student in reaching those goals; and

ARSD 24:05:25:04. Evaluation procedures -- General. School districts shall ensure, at a minimum, that evaluation procedures include the following:

(5) A variety of assessment tools and strategies are used to gather relevant functional, developmental, and academic information about the child, including information provided

by the parents, that may assist in determining:

- (a) Whether the child is a child with a disability; and
- (b) The content of the child's IEP, including information related to enabling the child:

(8) The evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified.

Corrective Action:

Prong 1: Correct each individual case of noncompliance		
Timeline for Completion: 45 calendars day from the report date listed above.		
Student:	Required Action:	Data To Be Submitted:
<p>Student File # 2: This student was reported on child count under the category of 510.</p> <ol style="list-style-type: none"> 1. The student is receiving services through Occupational Therapy, but there was no evidence of a skill based assessment being conducted in the area of fine motor to aide the IEP team to develop an IEP to meet the student's needs. 2. This student participated in the statewide alternative assessment, but the IEP's language and fine motor goals did not have Short Term Objectives. 3. IEP content did not adequately address the justification for placement. 	<p>Following all procedural safeguards the district will need to:</p> <ol style="list-style-type: none"> 1. Conduct skill based assessment in the area of fine motor and summarize the results into a report. 2. Develop a new IEP which will adequately address all required content. 	<p>The district will need to submit:</p> <ol style="list-style-type: none"> 1. Prior Notice Consent to evaluate 2. Skill based assessment report for fine motor 3. Prior Notice for the Meeting 4. IEP 5. Parental Prior Notice
<p>Date Data Submitted:</p> <p>Status:</p>		

Student:	Required Action:	Data To Be Submitted:
Student File # 3: This student was reported on child count under the category of 510.	Following all procedural safeguards, the district will	The district will need to submit:

<ol style="list-style-type: none"> 1. The student is receiving services through Occupational Therapy, but there was no evidence of a skill based assessment being conducted in the area of fine motor to aide the IEP team to develop an IEP to meet the student's needs. 2. This student participated in the statewide alternative assessment, but the IEP's language goals did not have Short Term Objectives. 	<p>need to:</p> <ol style="list-style-type: none"> 1. Conduct skill based in the area of fine motor and summarize the results into a report. 2. Develop a new IEP which adequately addresses all required content. 	<ol style="list-style-type: none"> 1. Prior Notice Consent to evaluate 2. Skill based assessment report for fine motor 3. Prior Notice for the Meeting 4. IEP 5. Parental Prior Notice
<p>Date Data Submitted:</p> <p>Status:</p>		

Student:	Required Action:	Data To Be Submitted:
<p>Student File # 4: This student was reported on child count under the category of 560.</p> <ol style="list-style-type: none"> 1. There was no evidence that skill based assessments were completed in the areas of behavior, language, adaptive behavior, fine motor or academics which the IEP team could use to develop the IEP. 2. The student's IEP did not contain all required content: <ol style="list-style-type: none"> a. Short term objectives as student participates in the alternative statewide assessment. b. An explanation of why the IEP team determined the student needed to participate in the alternative statewide assessment. c. IEP lacked a clear description of services the district is committed to 	<p>Following all procedural safeguards, the district will need to:</p> <ol style="list-style-type: none"> 1. Conduct skill based assessments in all required areas and summarize results into a report. 2. Develop a new IEP which adequately addresses all required content. 	<p>The district will need to submit:</p> <ol style="list-style-type: none"> 1. Prior Notice Consent to evaluate 2. Skill based evaluation reports 3. Prior Notice for the Meeting 4. IEP 5. Parental Prior Notice

provide. d. The IEP team did not adequately address the justification for placement.		
Date Data Submitted: Status:		

Student:	Required Action:	Data To Be Submitted:
Student File # 5: This student was reported on child count under the category of 530. 1. The evaluation results of this student does not support the disability category of 530.	Following all procedural safeguards, the district will need to: 1. Reevaluate this student , including transition 2. Determine eligibility 3. Develop an IEP to meets the student's needs	The district will need to submit: 1. Prior Notice Consent to evaluate 2. All evaluation reports 3. Eligibility document 4. Prior Notice for the Meeting 5. IEP 6. Parental Prior Notice
Date Data Submitted: Status:		

Student:	Required Action:	Data To Be Submitted:
Student File # 6: This student was reported on child count under the category of 510. 1. The IEP did not contain all required content: a. Measurable goals b. PLAAFP c. Description of services d. Transition e. Justification for placement	District will need to develop an IEP which adequately address all content areas.	The district will need to submit: 1. Prior Notice for the Meeting 2. IEP 3. Parental Prior Notice
Date Data Submitted: Status:		

Student:	Required Action:	Data To Be Submitted:
Student File # 9: This student was reported on		

child count under the category of 555. 1. Evaluation does not support the disability category of 555.	Following all procedural safeguards, the district will need to: <ol style="list-style-type: none"> 1. Reevaluate this student 2. Determine eligibility 3. Develop an IEP to meets the student's needs 	The district will need to submit: <ol style="list-style-type: none"> 1. Prior Notice to evaluate 2. All evaluation reports 3. Eligibility document 4. Prior Notice for the Meeting 5. IEP 6. Parental Prior Notice
Date Data Submitted: Status:		

<u>Prong 2:</u> Required Action: The district will ensure all evaluation procedures are followed during the evaluation process, including skill based assessment results being summarized into a report which will assist the team in developing the IEP.
Data To Be Submitted: Each special education teacher who submitted for prong 1 will submit for one student : <ol style="list-style-type: none"> 1. The prior notice/consent for evaluation 2. Copies of all the evaluation reports including skill based assessment 3. Copy of the meeting notice for the eligibility/IEP meeting 4. Copy of the eligibility document 5. Copy of the IEP 6. Parental Prior Notice <p>The district will receive technical assistance regarding these issues noted in this report.</p>
Target Date for Completion: December 20, 2013
Date - Status Report:

<u>Prong 2:</u> Required Action: The district will ensure each IEP contains all required content.
Data To Be Submitted: Each special education teacher and speech pathologist who submitted for prong 1 will submit for one student : <ol style="list-style-type: none"> 1. An IEP which contains all required content

The district will receive technical assistance regarding these issues noted in this report.

Target Date for Completion: December 20, 2013

Date - Status Report:

State Performance Plan – Performance Indicators

Indicator 1 – Graduation Rate

Percent of youth with IEP's graduating from high school with a regular diploma.

State Target: 84% or above

District %: 100%

District Response: All students graduated with a regular diploma. The district emphasized transition services to promote continued education beyond a high school diploma

Indicator 8 – Parent Involvement

Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: 64.20%

District %: 9.38%

District Response: The school district had only 3 surveys returned. School district will move from mailing surveys as a follow-up to an onsite survey at parent-teacher conference.